

Academic Standards Review Commission Meeting November 17, 2014

Opening: Co- Chairs André Peek and Jeannie Metcalf

- Roll Call: Olivia Oxendine is the only commission member not able to make the meeting
- Co-Chair Metcalf requested that the meetings be tapes for full transparency
- Minutes of last meeting (October 20, 2014) unanimously approved
- Microphones are being requested to ensure audience can fully hear the Commission discussion

Review of the Commission Charge:

- Commissioners reviewed Commission's statutory charge

Review of Guiding Principles:

- Action Items from last meeting were approved: strike the word *existing* from the last sentence of the last bullet; add *high school* after the word *graduate* in the first sentence of the second bullet; consider a rewrite for the entire second paragraph to better reflect that not all students will go on to 4 year colleges.
- ACTION ITEM: Add the word "and" to the word "or" to make the following sentence read "...in technical or community college and universities, to enter the armed services AND/or to enter the work force..."

Framework of Commission:

- Commissioners agreed to develop a budget for an operational framework
- Funds for the Commission are needed to bring in experts to ensure that recommendations are not based solely on anecdotal information.
- The Commission agreed that the framework was solid but is not achievable without funds.
- Contingent on funding—framework of the Commission is approved.
 - Co-chair Metcalf opposes

Commission Website and Email:

- The ASRC website (which is housed on the DOA webpage) and all meeting materials are now available to the public.
- Commission pre-read materials on the website are not approved until Commission has voted to approve.
- Only the Co-Chairs have personal emails (andre.peek@nc.gov and jeannie.metcalf@nc.gov).
- Future access will be provided to all Commissioners.

Overview of Mathematics Standards: Dr. Jennifer Curtis

- Dr. Curtis gave an overview of materials provided to all Commissioners

- Thumb drive of all materials given to the Commission members.
- Standards organized: domains v. standards
 - Domain: Grade level conceptual categories
 - Standards: Filter under these categories
 - Domain—what the big idea is; Standard—what needs to be learned
- **Elementary Mathematics:**
 - The choice of how standards are taught is decided at the local level
 - Dr. Curtis explained how the work is the same but the process to solve is different: Example: An old way of learning addition (5+5); The way of learning now (questions in a paragraph; picking a function and showing how to solve the problem)
 - The idea is to not learn in isolation.
 - Some Commission members fear that math standards are not developmentally appropriate.
- **Common Core Implementation:**
 - Commission members asked about the gaps in instructions and learning due to differences in implementation methods. Dr. Curtis agreed that students in kindergarten who started with Common Core standards have the best situation.
 - Common Core standards were to old NC standards
 - The organization of the standards was adopted by the State Board of Education with recommendations coming from the Department of Instruction.
 - In 2012, Math I (Common Core Standards) was implemented for incoming high school freshmen
 - This allowed transition time for older high school students to continue the traditional mathematics standards
 - 2014 is the first year for Math III to be implemented
 - Some states have Common Core Standards along with the Standard Math Standards
 - Standards stand alone
 - ACTION: Commission members want to see the old mathematic standards
 - North Carolina adopted mandatory integration (along with Delaware and Utah) of Common Core.
 - ACTION: Commission members want to see what states adopted mandatory integration along with the reasons for their decision. .
- **Middle School Mathematics:**
 - There is a lot of flexibility in math—algebra can be taught with geometry included.
- **Integrated Math v. Traditional Math:**
 - Some Commission members questioned leaving decisions to the LEAs about what Math to implement in their district.
 - Dr. Curtis stated that integrated math is more successful than traditional math.
 - There is an adopted textbook list for integrated math that has been approved by the State Board of Education.
- **High School Mathematics:**

- Math I, Math II and Math III are designed for students to continue on to higher education or to enter the workforce.
- These standards created an opportunity to design a common accountability and benchmark through the state.
- Commission members discussed the issue of time management and not being able to get through all the standards with the math integration option.
 - Dr. Curtis explained that pacing is something that is unique to districts and teachers.
 - There is no mandate on the order in which to teaching the Standards.

Discussion between Dr. Curtis and Commission:

- Gaps:
 - There is a direct correlation between the length of time these Standards are used and lowering the gaps for students.
 - 6th Grade where the most gaps are seen.
 - However, if a student is exposed to the standards prior to the 6th grade, (s)he will attain the knowledge needed to succeed in 6th grade.
 - Gaps now are different today then they will be in two years
 - Some Standards have moved down a level, but math looks the same throughout the years of implementations.
 - Gaps are fewer and the new gaps are transition gaps
 - These gaps appear every time the Standards change.
- Assessing students is continually done by teachers and local districts.
- Some Commission members agreed that the main concern is the implementation and concern for the teacher and LEAs, not so much the specific Standards.
 - Implementation strategy, now what teachers are teaching
- Review of Standards group; LEAs send to teachers
 - This group focuses on the each grade level's Standards and whether or not revisions are needed
 - These meetings are not public meetings
 - Math IV will not be reviewed this year because there is not a Math IV being taught that does not have Common Core State Standards.
 - NC has four math courses, but they do not have to be Math IV courses, they can be an elective.
 - ACTION: Commission members asked to see the feedback of the teachers once Standards are reviewed.
 - Feedback closes on November 30th but because it is a qualitative piece it will take time to pull everything together; may be finalized in January.
 - ACTION: Commission asked for quantitative data in December
 - May not be available; do not want to overpromise
 - Commission wants to make sure they are able to see the raw data

Closing Items:

- Funding is still issue. Lacking funds prevents the Commission from bringing in experts.
- Commission agreed to stay on the time line in hopes funds would be coming soon.
- Co-Chair Peek is composing a grid that illustrates individual components' (student, teachers, parents, budget) focus and impact on the Standards.
- Members suggested hearing from other groups to present their ideas of the Standards; i.e. BEST, The Chamber and NCBCE.
- Commission agreed that they need to work with the Task Force on Summative Assessment (Sub Group of the State Board of Education)
 - Possibly hearing from them in December
- Commission members want to hear from parents as well.
- Co-Chairs will work on a proposed agenda that ensure the Commission has time for interactive conversations regarding the Standards. is not getting presented to the entire time and the Commission has time to speak to each other.
- Commission agrees that they need to include local input via surveys, but want to ensure that they are statistically valid.
- Next Meeting is December 15, 2014.
- 5:01PM meeting adjourned